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ABSTRACT

Recommendations for maximizing lateral and vertical mobility for community college students with a minimum loss of credit are presented in terms of student services, academic policies and regulations, and implementation strategies. Student services suggestions include pre-counseling services for high school seniors, career counseling centers on campus, academic counseling, testing services, and exit counseling. Actions by state agencies which can help promote student mobility include monitoring community college practices in such areas as equal access and equal opportunity and organizing statewide workshops on student mobility. In the area of curriculum and instruction, suggestions are made for suspension and probation policies, provision of general education in career curricula, grading, articulation policies, modular instruction, and credit for experience and by examination. Two implementation procedures are presented, stressing a strong commitment to maximum student mobility within a sound educational framework and a program for faculty and staff development. Special suggestions for black students regarding career and educational aspirations, remediation, and testing are made, and a list of contributors and a short student goals inventory are appended. (LH)

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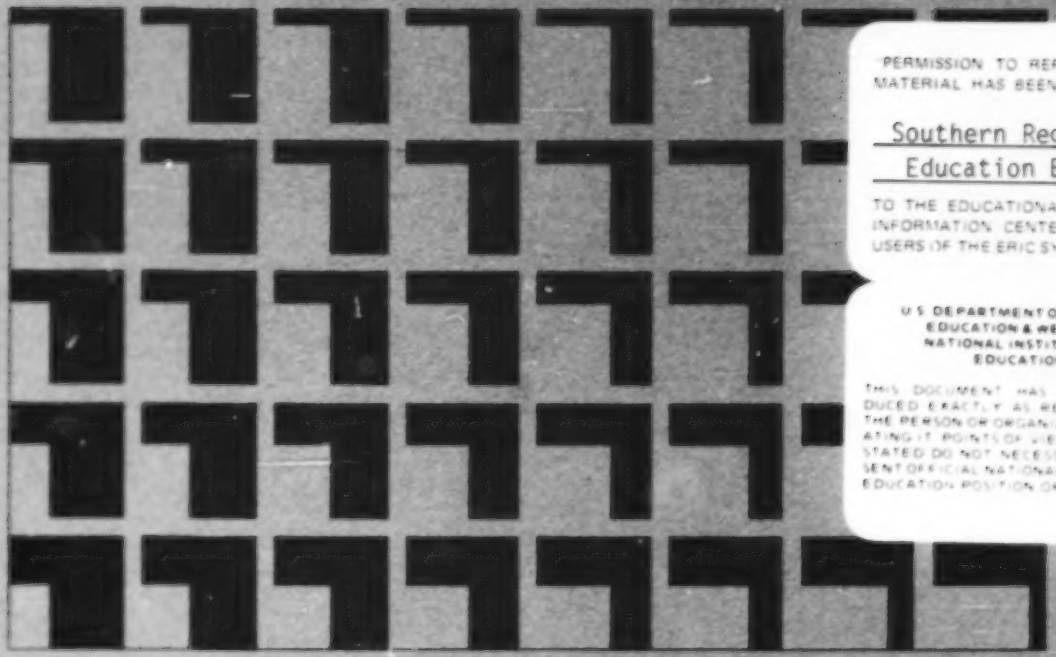
LATERAL AND VERTICAL STUDENT MOBILITY

An Essential for the Community College



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FOREWORD

In recent years the public community colleges have assumed an increasingly important role in postsecondary education. For thousands of students they provide the primary resource for continuing their education beyond high school, and minority students in increasing numbers are finding these institutions to be a door to opportunity.

The unique role of the community college is not always understood. Most of them are "open door" institutions, requiring only a high school diploma or its equivalent for admission. They offer both the traditional first two years of college and a wide variety of vocational and technical course sequences which prepare students to qualify for occupations. Questions are sometimes raised as to whether community colleges may be diverting students from educational programs which lead to baccalaureate and other advanced degrees.

The answer depends in part on the extent to which community colleges provide for lateral and vertical mobility through which students may change from one type of program to another without excessive loss of credit. Students frequently change their career aspirations during the

early years of college, whether enrolled in the community college or the university. But for the community college, with its "open door" policy, the provision of services which facilitate student mobility is of the utmost importance.

This publication is designed 1) to identify the characteristics of a community college which is effectively providing lateral and vertical mobility for its students with a minimal loss of credit when such changes are made, and 2) to provide suggestions for expanding campus resources which facilitate mobility. As the staff developed this document, contact was made with a number of community college administrators to secure "grass roots" input concerning techniques which had been found effective in the enhancement of student mobility. Their assistance is appreciated. In addition, special recognition is due for the consultant services provided by Dr. Cecil L. Groves, Vice President of Delgado Junior College, Dr. Katherine E. Hunter of the Florida Division of Community Colleges and Dr. William R. Richardson, Vice President of Wilkes Community College.

Winfred L. Godwin
President

STUDENT MOBILITY— THE PROBLEM AND THE OPPORTUNITY

In 1966 the statement was often heard in the South that the community colleges were "revolving door" institutions for blacks and other minorities because so many came in through the "open door" policy on admissions but dropped out because of academic difficulties. At that time the Southern Regional Education Board (SREB), with a grant from the Carnegie Corporation, initiated a four-year project to study the role which the community colleges fulfill in expanding opportunity for minorities in postsecondary education. Through interviews with four hundred black high school seniors and community college students an analysis was made of why these students selected a community college and of their evaluation of their progress. Among the conclusions, two factors had prime significance. First, the major reasons for minority students selecting the community college were its low cost and its proximity. Most of these students could not have entered postsecondary education through any other channel. Second, they found that instructional programs were offered which assisted them in overcoming deficiencies in the skills which they needed to perform at the college level. Workshops conducted by SREB, and by other groups, contributed to improving the quality of these instructional resources throughout the region. A series of case studies of guided study instruction and of attitudes of black students toward such instruction resulted in augmenting their effectiveness. An "open door" policy in admissions does call for special training in basic proficiencies, and the community colleges as a whole have responded strongly to this need—for all students.

More recently the charge has been made that the community colleges are often a "dead end" for minority students because these students are stereotyped into terminal programs. This charge is made on the basis of evaluating the

effectiveness of the community college upon the single criterion of counting the number of blacks who transfer and secure baccalaureate degrees. This assumption indicates a lack of understanding of what the comprehensive community college is supposed to be. It exists to serve the needs of the total community. The student who enrolls in a technical curriculum designed to train him to enter a given vocation in a two-year period is not a dropout when he moves from the community college into a job. The only way in which the community college can serve a diverse pattern of community needs is to provide diverse programs. The fundamental issue is whether or not the institution provides the machinery for lateral and vertical mobility so that students who change their goals can move from one program to another with minimal loss of credit. The provision of mobility is accepted by the community college as an essential function which it will fulfill. The basic question is whether or not it is fulfilling it. A sequential question is how the community college may improve its capabilities to provide for maximum student mobility.

The purpose of this document is to suggest the characteristics which one might find on a community college campus that is assigning priority to enhancing student mobility. Many students who come to the community college, including minority students, have had little exposure to the vast array of career opportunities and have had little assistance in evaluating their own talents and interests. They are suddenly confronted with a vast array of options. Many modify their career and educational goals. Perhaps in no other postsecondary educational institution is there as extensive a need for resources which help the student to find his goals and to modify his educational plans. Mobility cannot always be accomplished without some loss of

credit, but there are policies and procedures which are educationally sound and which will facilitate both lateral and vertical mobility.

Student mobility in a community college is dependent upon a continuity of services to students which begin before they enroll and which extend beyond their departure from the campus. These services permeate every aspect of the institution's operation. They must extend beyond theory and be rooted in the realities of campus experience. In a way these services are indicators by which any community college may assess the degree to which it is implementing its commitment to the provision of student mobility.

STUDENT PERSONNEL SERVICES

Contrary to a frequently accepted assumption, the college which enrolls commuting students rather than residential students needs a highly sophisticated pattern of student personnel services and resources. Although the high school graduate is ready for a degree of emancipation from his family and for increased independence in making decisions, an important dimension of the college experience is self-discovery and the setting of goals and directions. Without comprehensive and coordinated counseling services, the community college cannot provide its students with the resources for mobility and adaptation to changing career and personal goals. These services should be available prior to registration and continue beyond completion of the campus experience.

Pre-Counseling

Far too often the first meaningful contact the student has with the community college is on the day of registration. The problem of student mobility may be ameliorated if the student has some awareness of purpose in attending college and of the options which the college has to offer. The student personnel services should therefore reach the student as early as the spring of the senior year in high school. The following suggestions have been provided by the community college personnel who assisted SREB in the preparation of this document.

1. Workshops for high school counselors in the area served by the community college will provide them with information about the options in course offerings which are available to students who plan to enroll. Some institutions have experienced positive response by high school counselors to such workshops, especially when they were held upon the community college

campus. High school staff can significantly augment the college's program for pre-counseling.

2. The community college can prepare literature which gives the prospective student a clear idea of the options provided by the college in terms which the high school student can readily understand, showing how the options relate to career goals and what is required to reach the goals. The brochure can also identify the counseling resources available on the campus, what services each can provide, and where they are located. An invitation for the prospective student to use these services prior to entrance may also be extended.

3. During pre-counseling any indication of apprehension about attending the community college should be tactfully explored to learn if the concern is a money problem, a fear of failure, or a family situation. Sometimes for a minority person the apprehension may be rooted in concern about the status of the minority person on campus. (In the SREB study of the community colleges, it was found that blacks were in general satisfied with the instruction they received but not satisfied with their social acceptance.) The use of peer group student counselors is sometimes effective in resolving apprehensions.

4. Pre-enrollment counseling should be as comprehensive as the needs of the prospective student suggest—educational counseling, financial problems, career choices, and access to the college's testing center for diagnostic assessment of strengths and weaknesses and of interest patterns. The student should be prepared when he registers to state his choice of curricular program.

Career Counseling

A career counseling center, located in a visible and convenient place, provides a distinct contribution to student mobility. These centers are equipped with printed material about vocations and data on job opportunity and staffed with trained counselors. It is suggested that the Placement Offices be related to career counseling in ways which utilize their information about career opportunity and training requirements. **The career counselor should be equipped with knowledge about methods by which students may change from one academic program to another with minimum loss of credit.**

Goal Identification and Review

If students were required to reassess their career and educational goals twice a year, prior to new registration dates, the problems related to changes of curriculum could be minimized. Many students delay too long in making decisions about changes of goal. The Florida Division of Community Colleges is working on a program which will include the publication of a STUDENT GOALS CATALOG AND HANDBOOK FOR UTILIZATION which provides a goals checklist to assist students in making self-evaluations of goal definition.* If this procedure is implemented on a semi-annual basis, it will be interesting to see if problems related to mobility are eased.

Other Services

1. Testing services should be comprehensive, including not only proficiency tests but also vocational interest

*See Appendix B for goals checklist.

tests, ability and skills tests, and personality tests. The testing center will be located where students know how to reach it. It will be available to any student, including applicants for admission from high schools and adults who may be interested in redirecting their careers.

2. Provision should be made for counseling in such specialized areas as health problems, financial assistance, and personal problems.

3. The faculty should be fully aware of the counseling resources and should participate to a degree in academic counseling. It is important that faculty reach an understanding that curricular programs have equal dignity, whether they are transfer programs or two-year programs leading to immediate employment.

4. In most communities there are many agencies which provide resources to supplement the college's counseling facilities. These resources should be surveyed to determine their appropriateness and availability. Referral mechanisms should then be set up by the college and students referred to these facilities as appropriate.

Exit Counseling

Just as student personnel services may be directed to students prior to their enrollment in the community college, so counseling services may be provided to students as they leave the community college, including follow-up services when appropriate. These services are important whether the student is transferring to a senior institution or entering upon a career. Exit counseling is of particular significance for students who are leaving the college prior to achieving their stated goals—in other words, for those who "drop

out." Both for the sake of the individual and for the sake of the institution, the reasons for discontinuing college should be reviewed.

If the community college is committed to the provision of vertical mobility, it will assist transfer students in their transition to senior college. Almost every aspect of counseling services can be relevant to the upward movement of the student—financial counseling if the student needs resources to finance his continued education; academic counseling as he selects his senior college program; assistance in securing appropriate transfer credit. If the student is leaving to take a job in the field for which he or she has been trained, assistance may be provided in placement and in follow-up services to determine whether the student is qualified for the position or may need supplementary training. In vocations where licensure is required or where an apprenticeship is a necessary step, assistance may be provided in preparing the student for success in these ventures.

For the potential "dropout" the question must be answered as to whether or not something may be done to enable the student to continue—at that time or at a later date. Could the student transfer to another program for which his or her talents may be more appropriate? Can the college help the student find a job where the student might secure "on-the-job training" which will provide the qualifications for a successful work experience?

Follow-up studies are of major importance to the institution as it evaluates the effectiveness of its instructional programs—whether they are transfer programs, programs leading to licensure, or programs designed simply to prepare a person for a particular field of work. Some institutions have found that follow-up inquiries made by the Placement

Office have significance for faculty evaluation of course content. For the staff in student personnel services, follow-up information may be used to appraise the effectiveness of testing instruments and of a variety of counseling services. All of this information may contribute to increasing the capability of the institution to provide for improved student mobility, whether laterally or vertically.

Finally, there is an urgent need for informing community college boerd members and top administrative officials that comprehensive counseling resources are of prime importance and deserving of subetantial financial support. Too often under conditions of tightened financial resources, the student personnel service is the first division of the community college to suffer. Unless state and local boards and top state and institutional administrators are aware of the vital role played by student personnel services, the capability of the community college to provide for smooth lateral and vertical mobility will be voided.

Beyond the professional requirements essential to effective student personnel services, there is a human factor of the utmost significance. Dr. Ezekiel Bryant, Provost of the North Campus of Florida Junior College in Jacksonville, expressed it this way:

> *The activities which characterize community colleges which in fact provide for lateral and upward mobility for its students, including minorities, will differ from one place to another because of different needs. However, one characteristic is common, i.e., people who care about students and let them know it. People who are willing to approach and deal with students with respect. People who treat students as individuals with special needs and aspirations. People who are*

willing to take risks, and to assume responsibility for the personal adjustments necessary to create an environment where each student is given the support he needs to accomplish his objectives.

ACADEMIC POLICIES AND REGULATIONS

Student mobility is facilitated or limited by policies and regulations governing academic matters. These influences extend from regulations developed by state agencies to those developed by institutions and by divisions or departments within institutions. The goal of providing maximum student mobility within the boundaries of sound educational practice calls for periodic review of state and institutional policies and regulations within the framework of their impact upon student mobility in the community colleges and in the state system of postsecondary education.

Policy review should encompass not only the administration of community colleges but also regulations in senior colleges and universities and in the state's technical institutes which impinge upon transfer of credit and therefore upon movement of students within the state's total postsecondary resources. In those states where statewide plans are being developed and implemented to increase opportunity for blacks and other minorities, there will be special interest in the ways in which policies and regulations impact upon institutional responses to the particular needs of these students by maximizing the coordinated utilization of the state's total resources.

State Agencies Related To Community Colleges

State agencies related to the public community colleges vary in the amount of influence they have upon the formation of policies and the definition of procedures. In some cases their impact is limited to exerting influence and leadership; in other states these agencies may have authority over certain designated policy matters. In either case the

state agencies may exercise leadership in promoting actions which will enhance a student mobility. Some examples are:

1. State agency personnel have the opportunity to influence the development of state laws and regulations, state accreditation standards, accountability standards, and other policies and procedures related to student mobility.

2. In its monitoring of community college practices in such areas as Equal Access and Equal Opportunity, the state agency can identify and disseminate exemplary practices which contribute to mobility.

3. State agency personnel can encourage coordinated review of articulation mechanisms statewide with the goal of improving student movement between community colleges and senior institutions and between community colleges and technical institutes.

4. State agencies can organize statewide workshops on student mobility and provide consultants to assist institutions in implementing policies and practices which improve the mobility factor.

5. State agencies can make highly visible the priority requirement of student personnel services in budget-making, both locally and statewide.

6. State agencies can make studies of the impact which the modification of state regulations will have upon sound educational practice as well as upon improving student mobility.

Institutional Policies and Regulations—Curriculum and Instruction

In many colleges and universities academic policies and regulations grow by accretion over a period of time. The objective of achieving lateral and vertical mobility for students in the community college justifies an institution in examining its policies and regulations in terms of their impact upon the mobility factor. Many suggestions were received from the community college personnel who assisted SREB in preparing this document. They are presented as contributions from individuals and do not necessarily represent a consensus of agreement among all of the contributors, although there is a marked degree of consistency.

1. Academic regulations should provide for *lateral mobility* with minimal loss of credit through penalties on change of program.

2. Probation and suspension should have provisions to encourage transfer, when justified, from one curriculum to another as an option to dropping out of school.

3. Students are most likely to succeed in colleges where policies and programs are developed and implemented by the active participation of *all* college personnel and by lay people and representatives of community services.

4. Lateral mobility is most flexible where the original and final objectives of the student are both transfer oriented. Vocational and technical curricula should be planned to include as many general education courses as possible consistent with the objectives of the programs. It is suggested that efforts be made to provide

for at least 25 percent of vocational programs to be in the general education areas.

5. Mobility is enhanced if grading concentrates upon competencies learned or possessed rather than upon normative grading systems in those fields where competencies are the educational goals.

6. Policies relating to credit for experience and by examination should be clearly formulated and made visible.

7. At the beginning of *each new term* a student should be encouraged, or even required, to declare goal intentions, whether reaffirming original goals or indicating modifications. Mobility potentials are increased if changes of direction are identified early.

8. Clearly formulated and published relationships with other institutions on transfer of credit and articulation are of the highest importance. Special arrangements for articulated and interfaced occupational and specialized degree programs should be developed and clearly stated. There should be jointly planned degree-ladder programs. Shared resources between institutions as well as shared faculty may enhance vertical mobility.

9. Articulation agreements are important with four-year colleges but also with technical institutions and with vocational programs in secondary schools.

10. The community colleges should encourage instructional departments to develop modular-structured courses *wherever appropriate*. This procedure will assist students who change to course sequences requiring additional proficiencies in such areas as mathematics and communications by enabling them to take

only the modular units missed in the earlier program, thus removing the need for repetition of entire courses. Mini-courses may be designed for this purpose.

11. Provision should be made for flexibility in planning course sequences which include instruction in subject-matter not included in the particular curricular program in which the student is enrolled. (For example, a student in automobile mechanics indicated that his objective was to operate his own garage. He was allowed to take courses in business administration as a part of his two-year course sequence.)

12. Some community colleges make provision for limited credit for on-the-job experiences under certain well-defined conditions. For some students the experience is also a maturing factor which may enable the student to review career goals and to modify his course program accordingly. In this respect cooperative education may contribute to student mobility, particularly in the non-transfer fields. The offering of mini-courses may also serve the purpose of providing exploratory experiences for students who have not settled firmly upon a career choice.

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IMPLEMENTATION

When a community college makes provisions for the lateral and vertical mobility of its students, it is simply fulfilling the role it is expected to take in the state's total post-secondary educational resources. As SREB indicated in a 1974 publication "The community college which is responsive to its community will have many doors of ingress and many doors of dignified egress. The student of an ethnic minority will not feel he is an alien on the campus, nor will the student who is pursuing a goal other than transfer to a university regard his program as less significant."* A student may enter by one door and leave the institution by completing a program which is quite different from the original intention. Student mobility is a characteristic of the community college student population and deserves planning which will make the mobility a meaningful experience.

The first requisite in planning for effective student mobility is a broad commitment to the goal of providing for maximum student mobility within a framework of sound educational principles and at the same time with the least possible loss of credit due to changes in a student's career and educational objectives. It is a commitment which should be shared by all who are responsible for the operation of the institution: faculty and staff, administrators, board members, state agencies, and, to a degree, by federal agencies. The commitments will mean that faculty departmental interests are responsive to student needs; that administrators will formulate policies in the light of mobility factors; that board members will recognize fiscal requirements to implement mobility; that state agencies will assist in relating the role of the community college to the roles of other state

*The Many Doors of the Community College, Southern Regional Education Board, 1974.

higher educational institutions; and that federal agencies will recognize the nature of the comprehensive community college when they formulate regulations.

One contributor of ideas for this publication wrote:

> *"There are rather strong indicators that some external pressure groups may be unwittingly trying to force two-year institutions into stereotyping students into the university track. This is especially true of certain recent actions by the Office for Civil Rights and other branches of HEW as well as some minority pressure groups.*

Any form of stereotyping a category of students into any particular community college program is contrary to the purpose of the institution. As another contributor put it:

> *Too often the assumption of attrition is identified with the loss of students. If a student identifies his goal, which may be one of a series of courses, and meets that goal without acquiring a degree or certificate, the community college has provided the service and program necessary to meet that student's goals. For the records of these students and the community colleges, this is completion and not attrition as commonly defined.*

President Donald H. Godbold of Merritt College in Oakland, California, says that:

> *The notion of community colleges being a deadend for blacks and other minorities is an assessment made without consideration of the goals and objectives they are attempting to achieve. Some blacks and other minorities would not be attempting any education beyond high school were it not for the community college.*

in its attempt to correct abuses, the Veterans' Administration is unwittingly making it difficult for community colleges to offer self-paced instruction, a technique which has been productive for some students in mastering some of the proficiencies required for college work. Failure to complete a credit course under the time limitation, unless adequately explained, is interpreted by the VA as an indication that the student is not a full-time student. It is therefore important that community colleges make clear to federal agencies which have an impact upon their policies just what the community colleges are trying to do to fulfill their mission. The basic commitments are the same for the agencies and for the institutions—to provide sound learning experiences for students. These issues can be reconciled in part if the federal agencies accept the concept of lateral and upward mobility provisions for students as an alternative to stereotyping.

The importance of the state agency's commitment has been discussed earlier. Board commitments are important not only as a basis on which their decisions are made, but also in informing the community of the role which the community college is fulfilling.

Campus commitments for the implementation of policies and procedures to provide for student mobility are essential at all levels, since mobility cannot be achieved piecemeal but requires total institutional planning involving understandings among and between all divisions and departments.

The importance of strong commitment is easily understood

*Godbold, Donald H. "Most Valuable Medium For," *Community and Junior College Journal*, Vol. 47, No. 1. September, 1976.

by those who are aware of the ways in which academic planning and decision-making are accomplished. It is not easy to modify policies of long-standing history. For example, in one community college a student may take only those modular units in mathematics needed for the particular program in which that student is enrolled. If the student is in a one- or two-year business course which includes bookkeeping, fewer modular units will be required than if the student is in a nursing program. But if the student changes from bookkeeping to the nursing curriculum, the student does not repeat the units previously learned but completes the mathematics requirements by taking the modular units which must be added to prepare for nursing. In another institution, the freshman course in "Communications"—which is the basic English Composition course—is now accepted by the Business Administration Department as meeting the requirement for Business English because the Communications instructor allows the students to do their written and oral communication by preparing materials which are derived from courses which the student has selected as the primary field. Such agreements are not easily reached and call for interdepartmental planning and flexibility.

The second requisite for establishing effective procedures to enhance student mobility in the community college is a program of faculty and staff development. Through faculty and staff development sessions a basis may be formed for arriving at collective agreements on goals, upon guidelines for planning, and for the identification of procedural steps which should be given serious consideration. The formation of policies and the design of procedures to increase opportunity for mobility must be responsive to departmental objectives and standards. First reactions to an effort to

make regulations which are flexible often result in the response that the job just cannot be done. Experience has shown, however, that faculty groups who work together across departmental and divisional lines and who think in terms of benefits to students are often able to find ways of adapting regulations which facilitate student transfer from one program to another in accordance with acceptable educational standards. For this reason the faculty and staff development process must be a continuing one rather than a single intensive effort.

In some states the community colleges meet together each year to discuss matters of common interest. The topic of enhancing student mobility through review of institutional policies and practices might serve as a major theme and provide material which would assist institutions in structuring an internal institution-wide review of the mobility factor.

Each community college should design its own procedures for the review and implementation of actions which may be taken to expand opportunity for mobility for its students. The following suggestions were offered by the community college contributors to this document.

1. A review of the impact of policies and procedures upon student mobility should be a continuing process.

2. All major divisions of the community college should be represented in the review and modification of policies and practices for the purpose of facilitating student mobility.

3. Academic policy and regulation development and implementation must be made from the view of maximization of potential student success in achieving goals

rather than from the view of institutional convenience or tradition.

4. Academic policies should not be punitive in nature but rather contributory to acceptable access to goal realization.

5. Planning for effective academic counseling, especially as it relates to student mobility in modifying career and personal goals, should be a coordinated effort involving both faculty and student personnel staff.

6. Provision should be made to insure student access to information and to assistance which will help them when they are considering changing their enrollment from one instructional area to another.

THE MINORITY STUDENT

It is possible for a community college to have a program which assists students to achieve successfully either lateral or vertical mobility and yet fail to serve minority students with these resources. Special efforts are required to assure that the minority students know what help is available, where it can be found, and that the minority students find this help responsive to their particular needs. Because special attention is now being given to the role of the community college in expanding opportunity for blacks, and because SREB has worked with community colleges throughout the South to achieve this end, several special suggestions are added to this report.

1. Many black students have not been exposed to the wide range of career opportunities now open to them. The options open to blacks include many choices which were not available to their parents. Provisions should be made to give black students wide exposure to vocational and career opportunities, to enable them to see blacks in these careers as role models, and to encourage them to make full use of institutional resources in career counseling services.

2. It has been found that, for a variety of reasons, many blacks have a great tendency either to under-aspire or to over-aspire as they state their goals. In either case, the result is a need to modify educational plans—which calls for special attention to lateral and vertical mobility. Efforts should be made to review with black students the validity of their objectives as early as possible.

3. There is also evidence that many blacks are not aware of the ladder concept in broad career areas. The goal of becoming a medical doctor may be found to be out of reach, but the student may not know of the wide

spectrum of opportunities in the health field, from the paraprofessional to intermediate professional occupations.

4. Sometimes a black student has an erroneous stereotype concept of a career field. For example, some black students shun Home Economics because they associate it with a "servant" status. Career information in such areas is of the utmost importance, accompanied if possible by exposure to role models where they see blacks in these occupational fields.

5. Community colleges and universities have developed fairly successful programs for remediating deficiencies in reading skills and communications skills. Less success has been attained in remediation of deficiencies in mathematical skills. These skills are, however, essential to success in a wide variety of vocations. New approaches to teaching basic mathematical skills are now evolving, and the community colleges should become aware of them.

6. Some black students may hesitate to discuss some of their problems with white counselors. The presence of black faculty and staff may often result in the opening of new doors to black students. In making this suggestion, there is no intent to imply that students of one ethnic group cannot be counseled by staff of another ethnic group. Blacks should not be employed for the specific purpose of serving black students or be given assignments which imply that restriction. But in the SREB interviews with community college black students, their desire for a greater black presence on the faculty and staff was repeatedly expressed.

7. There is an urgent need to clarify the proper use of tests to black students. The use of tests in guidance procedures is in a different context from the use of tests for admission or for licensure.

8. For many black students the community college campus does not represent a campus community. Many factors are involved, including the fact that many of these students are holding part-time jobs to meet financial needs. The cooperation of student leaders and student organizations has often achieved significant results in providing minority students with a sense of belongingness. The broadened range of friendships enhances the black student's awareness of the wide variety of opportunities open to students in careers and in participation in the life of the broader community which the college serves.

9. The process of following up students who leave the community college is a complex and costly one. At this time, however, the following up of minority students is strongly recommended. It is through this process that the community college may learn where it has succeeded and where it has failed in providing substantial opportunities for lateral and vertical mobility for its minority students.

APPENDIX A

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APPENDIX B

A committee working with the Florida Division of Community Colleges has developed a Student Goals Inventory which has been used experimentally with students. The following is a revised version which will be used in 1977-78.

Student Goals Inventory

There are many reasons that students have for attending the community college. In order for us to facilitate your progress in reaching goals that have importance to you, we need to have you identify your goals as specifically as possible. To do this please complete the following goals inventory by placing an X to the left of the statements that you identify as your goals for being here. If some goals are not listed, please enter them on the blank spaces that are provided at the end of each section.

Career Development

_____ To determine a career goal.

_____ To meet employment requirements for a specific job.

_____ To discover my career potentialities and competencies.

_____ To develop management/leadership skills.

_____ To earn an A. S. Degree.

_____ To take courses to keep current in my field.

Personal Development

_____ To explore my talents, skills, abilities and potentials in these areas in order to determine my goals.

_____ To understand myself better.

_____ To develop my self worth and confidence.

_____ To focus on my personal growth.
_____ To develop personal strengths.
_____ To explore/understand my feelings, thoughts and behaviors.
_____ To focus on my independence.

Social Development

_____ To enhance my abilities in social interaction.
_____ To interact with people of various ages and backgrounds.
_____ To exercise my social responsibility.
_____ To develop a social awareness.
_____ To obtain the education that's expected of me.

Academic Development

_____ To upgrade my basic academic skills (reading etc.)
_____ To further develop my communication skills (oral, written etc.)
_____ To develop my ability for critical thinking.
_____ To earn an A. A. Degree.
_____ To prepare for transfer to an upper division university.
_____ To learn more about my field of interest.

Cultural Development

_____ To pursue my vocation interest.
_____ To develop cultural and aesthetic appreciation.
_____ To develop artistic, dramatic and/or musical talents.
_____ To develop skills/interests for my leisure time.

Community Development

_____ To learn more about shaping/changing the environment.

_____ To develop the skills to become involved with the community.

_____ To learn about community problem solving.

_____ To prepare myself for volunteer community service.

_____ To learn about the "system"—living with, coping and changing it.

Now that you have completed your list of goals, please list your top three (3) goals from the entire list in priority order in the spaces provided below:

Priority (please state goals as written)

1. _____

2. _____

3. _____

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